

TITLE: Oral Interpretation at Individualized Education Program (IEP) Team Meetings

NUMBER: REF- 1596.17

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DATE: October 21, 2024

DUE DATE: October 31, 2024

ROUTING

- All Employees
- All Locations
- All Schools
- Affiliated Charter Schools
- Independent Charter Schools
- Nonpublic Schools
- Regional Administrators
- Special Education Administrators
- School Site Administrators
- Charter School Administrators
- Nonpublic School Administrators

PURPOSE: The purpose of this Reference Guide is to inform school administrators of the due date, requirement, and procedures for entering the names of staff who are qualified to provide oral interpretation (OI) in the home language of the parent/guardian when requested at IEP team meetings in the Principal’s Portal. The guide also includes procedures and resources to help schools provide oral interpretation at IEP team meetings, as requested by parents or guardians, in compliance with the Federal Individuals with Disabilities Act (IDEA) and California *Education Code* 34 CFR § 300.322(e).

MAJOR CHANGES: This Reference Guide replaces REF-1596.16, issued on August 28, 2023. Changes include recertification and certification requirements, updated contact information and resources links. Lastly, guidance for Independent Charter Schools and nonpublic schools regarding Oral Interpretation Training (OIT) registration has also been updated.

BACKGROUND: In recognition of the need for meaningful participation for non or limited-English speaking parent(s)/guardian(s) at IEP team meetings, the Division of Special Education conducts yearly oral interpretation trainings for bilingual school site staff designated by the site administrator to provide oral interpretation at IEP and Section 504 Team Meetings.

INSTRUCTIONS:

Administrators or designees assigned to complete the Oral Interpretation at IEP team meeting certification in the Principal Portal follow the instructions below:

1. Sign in to the [Principal's Portal](#).
2. Scroll down and locate the "Actions" section.
3. Under "Certifications" click on the "School Designee Form"
4. Scroll down to "Oral Interpretation at an Individualized Education Program (IEP) Team meeting".
5. Click on the gray, silhouette icon with a "plus" + symbol
6. Once the pop-up window appears, type the name or email address of the person designated to serve as the oral interpreter designee and follow the prompts to complete the additional required fields (language, certification level, etc.).
7. Complete the "Oral Interpretation at an Individualized Education Program (IEP) Team Meeting Certification" by **October 31st** of each school year on the School Designee Form.
8. Staffing updates should be made on the Principal's Portal, as needed, throughout the school year.
9. Refer to the Bilingual Differential Job Aid (see Attachment C) to ensure the names of the staff designated to interpret at IEP team meetings, coincide with those reported in the Principal's Portal and who receive the bilingual differential.

**INSTRUCTIONS FOR
INDEPENDENT
CHARTER SCHOOLS:**

1. Submit the names of staff eligible to interpret at IEP team meetings at: <https://bit.ly/CharterInterpreters>
2. Submit one form per school location code by **October 31st** of each school year.
3. Once the form is submitted, a copy of the entry will be emailed to the email address of the individual completing the form. Retain a copy of the submission email as evidence the school has taken action to ensure there are designated staff available to interpret at IEP team meetings when requested by parents/guardians.
4. Any updates to staff eligible to interpret at IEP team meetings can be made by resubmitting the form.

**INSTRUCTIONS FOR
NONPUBLIC
SCHOOLS:**

1. Submit the names of staff eligible to interpret at IEP team meetings at: <https://bit.ly/NPS-Interpreters>
2. Submit one form per school location code by **October 31st** of each school year.
3. Once the form is submitted, a copy of the entry will be emailed to the email address of the individual completing the form.

Retain a copy of the submission email as evidence the school has taken action to ensure there are designated staff available to interpret at IEP team meetings when requested by parents/guardians.

4. Pursuant to the Nonpublic Services Master Contract, “When contractor has a qualified Spanish speaker among its employees, contractor will make reasonable efforts to utilize such employees to serve as interpreters during the IEP meetings.”

Any updates to staff eligible to interpret at IEP team meetings can be made by resubmitting the form.

REQUIREMENTS:

All LAUSD, including independent charter and non-public school administrators are required to enter and update the names of eligible staff to interpret at IEP Team Meetings into the Principal’s Portal or the appropriate Charter/NPS electronic form according to the eligibility described and as indicated under each section of this Reference Guide.

School site administrators are responsible for:

1. Completing and electronically submitting the names of staff eligible to interpret at IEP Team Meetings, no later than **October 31st** of each school year.
2. Identifying and utilizing eligible bilingual school site staff to provide oral interpretation at IEP Team Meetings when requested by parents(s)/guardian(s).
3. Accessing MyPLN for oral interpretation training information and schedule. For independent charter schools, utilize the link provided by the Charter Operated Program team to obtain training information and schedule.
4. Ensuring that eligible, classified bilingual (qualified by District standards) school site staff, who have been designated as oral interpreters by administrators to interpret at IEP Team Meetings, register via MyPLN, or COP platform, and participate yearly, in either the certification or recertification process of the Oral Interpretation at IEP Team Meetings Training (OIT) facilitated under the guidance and support of LAUSD’s Division of Special Education. For independent charters schools, training is facilitated by LAUSD Division of Special Education in collaboration with the Charter Operated Programs department.

5. Maintaining an updated list of District trained classified and certificated bilingual staff eligible to interpret at IEP team meetings at the school site per *REF-2624.20: School Self Review Checklist, Students with Disabilities*, issued by the Division of Special Education.
6. Ensuring that certificated and classified, special education and non-special education bilingual personnel, who meet eligibility criteria (according to the criteria indicated under Section III) and who are providing or will provide oral interpretation at IEP team meetings, have been given a copy of the District's Oral Interpretation Procedures and Protocols (Attachment B) and have registered to access the District's glossary of special education terms via the [Translation Unit webpage](#) and become familiar with the new Special Education Glossary and Acronyms webpage at <https://www.lausd.org/Page/17090>.
7. Reviewing and implementing Procedures and Protocols for Administrators/Designees and Oral Interpreters at IEP Team Meetings (Attachment A and B).

I. Eligibility Criteria to Interpret at IEP Team Meetings

Classified School Site Personnel

To be eligible to interpret at IEP Team Meetings, classified staff must meet the following criteria:

- a) qualify as bilingual by District standards.
- b) complete both Oral Interpretation at IEP Team Meetings Training Parts 1 and 2 accordingly, as indicated under Section III.
- c) demonstrate sufficient knowledge of special education terminology utilizing the district's glossary of special education terms.

Certificated Special Education Bilingual Personnel

To be eligible to interpret at IEP Team Meetings, certificated special education bilingual personnel must meet the following criteria:

- a) have A-level fluency or a Bilingual Cross-cultural, Language and Academic Development (BCLAD) or Bilingual Certificate of Competence (BCC).
- b) complete both Oral Interpretation at IEP Team Meetings Training Parts 1 and 2 accordingly, as indicated under Section III, and have been provided the Procedures and Protocols for Administrators/Designees and Oral Interpreters at IEP Team Meetings (see Attachment B).

- c) have registered to have access to the district's glossary of special education terms via the Translation Unit webpage and be familiar with the new Special Education [Glossary and Acronyms webpage](#).

Certificated Non-Special Education Bilingual Personnel

To be eligible to interpret at IEP Team Meetings, certificated non-special education bilingual personnel must meet the following criteria:

- a) have A-level fluency or a BCLAD or a BCC.
- b) have completed both OIT Part 1 and OIT Part 2, and have been provided the Procedures and Protocols for Oral Interpreters at IEP Team Meetings (see Attachment B), as indicated under Section III.
- c) demonstrate sufficient knowledge of special education terminology utilizing the district's glossary of special education terms located in the [Translation Unit webpage](#).

II. Determining the Number of Eligible Interpreters Needed at School Sites

Any school site staff member who is currently serving in a capacity to interpret at IEP Team Meetings, but who has not yet met the eligibility criteria above, must meet the eligibility criteria within six months of the date of the IEP Team Meeting in which the school site staff member serviced as the oral interpreter.

In determining the appropriate number of eligible interpreters that individual schools may need to provide oral interpretation at IEP Team Meetings, school site administrators are advised to use the following chart, which provides an estimate on the number of interpreters needed based on the number of requests for oral interpretation at IEP Team Meetings from the preceding school year.

If the school received the following number of parent/guardian requests for an oral interpreter	Then, the school should ensure the following number of staff are eligible to interpret at IEP team meetings.
001 – 030	1
031 – 060	2
061 – 090	3
091 – 120	4
121 – 150	5
151 – 250	6

CERTIFICATION REQUIREMENTS:

III. Annual Certification or Recertification Requirements

Any individual serving as an oral interpreter at a District school must be certified under District standards on an annual basis.

If	Then
You are an individual serving as oral interpreter, but you have not completed the LAUSD OIT parts 1 and 2 within the last year.	Register in MyPLN and select the option to attend and complete both OIT part 1 and part 2. Completion of this training will allow you to recertify for one year without having to take and complete OIT Part 1 next school year. You may select a training within the Region of your choice.
You are an individual who has been assigned to serve as an oral interpreter and you completed both parts of the LAUSD OIT last year.	Register in MyPLN and select the option to attend the recertification virtual/synchronous OIT Part 2. Registered participants will receive a Zoom link 2-3 days before the session date.
You are an individual who has been assigned to serve as an oral interpreter and you completed an oral interpretation training outside the LAUSD.	Register in MyPLN and select the option to attend and complete both OIT part 1 and part 2 in person. You may select a training within the Region of your choice.

IV. IEP Oral Interpreting Training (OIT)

The Oral Interpretation at IEP Team Meetings Training is comprised of an initial certification which consists of two parts and are completed in-person. The recertification OIT Part 2 is conducted virtually. Principals must make every effort to have appropriate bilingual (qualified by District standards) school site personnel trained, or otherwise eligible, to provide oral interpretation at IEP Team Meetings. Principals are responsible for ensuring appropriate classified and/or certificated bilingual (qualified by District standards) school site personnel participate in the appropriate session type (the two-part in-person training, or the synchronous recertification training).

The Division of Special Education will annually post the training schedule, including registration information, on the Division of Special Education Oral Interpretation Training webpage at <https://www.lausd.org/spedOITResources>. Registration for the training is available through MyPLN. All participants must register in [MyPLN](#). **Keywords:** Oral Interpretation and OIT.

In Fall 2024, the Division of Special Education will offer:

- One (1) in-person training session of OIT Part 1 and Part 2 (combined) in each Region. Full-day attendance is required.
- One (1) recertification training session of OIT Part 2 (online only). Any participant meeting the criteria for the OIT recertification must register for this session.

In Spring 2025, the Division of Special Education will offer:

- One (1) in-person training session of OIT Part 1 and Part 2 (combined) in each Region. Full-day attendance is required.

Participants must complete both OIT Part 1 and OIT Part 2 (in-person), or the OIT Part 2 Certification (online), as indicated in Section III of this Reference Guide, to receive a certificate of completion or recertification status.

TRAINING REGISTRATION:

To access the [OIT flyer](#) and [MyPLN](#) registration updates, participants should use their Single Sign-on (SSO) and check the Division of Special Education [Oral Interpretation Training Resource](#) webpage. Training dates specific to charter and non-public school personnel will be posted and shared by the respective supporting departments.

Oral Interpretation Training OIT Part 1 and Part 2:

The training will provide participants with a general overview of the IEP document and components, meeting process, and will engage in a set of guided activities to support their oral interpretation skills and build knowledge of special education terminology.

Oral Interpretation Training Recertification Part 2:

The training will offer participants the opportunity to review components of the IEP document by engaging in simulation activities that will offer opportunities to practice and increase oral interpretation skills and build knowledge of special education terminology.

Accessing MyPLN: Users must use their LAUSD Single Sign-on (SSO) to access and register for the OIT sessions in [MyPLN](#). Independent charter and non-public school employees that do not have an SSO Account may submit a request through OneAccess at <https://oneaccess.lausd.net/>. Employees need to contact the appropriate office for guidance if support is needed on this request.

To Register:

1. Using the most up-to-date version of Google Chrome or Firefox as your browser, access [MyPLN](#).
2. Click on LAUSD Employees and log in by using your LAUSD SSO.
3. Go to the "Search" box in the upper, right corner.
4. Type in "Oral Interpretation" or "OIT" in the "Search" box.
5. Select the Oral Interpretation training for which you qualify to register according to Section III.
6. Select the date of the preferred session and click "Request."
7. Enrollees will receive a confirmation email addressed to them to confirm their enrollment.
8. Registered participants attending the synchronous recertification session will receive a reminder email with the login zoom information a couple of days prior to the training.
9. Registered participants attending the in-person session will receive a reminder email a few days prior to the training.
10. Participants will not receive a certificate of completion if they do not appear on the MyPLN registration approved list indicating registration and completion of both Part 1 and Part 2 of the in-person training or of the OIT recertification Part 2 training. Please note that being on the waitlist does not equate

to being registered. Attending any of the trainings without registering in MyPLN first does not guarantee certification or enrollment in the training.

11. Participants must be in attendance for at least 90% of the time of the Part 2 synchronous recertification training to receive a certificate of completion and must have completed both parts of the oral interpretation training sessions according to Section III.
12. Participants will receive a certificate of completion for Part 1 and Part 2 from MyPLN. Participants unable to retrieve their certificate of completion should contact the [Information Technology Services \(ITS\)](#) for support.

**INDEPENDENT
CHARTER
REGISTRATION
PROCESS:**

1. Charter Operated Programs, in collaboration with the LAUSD Division of Special Education, will offer Oral Interpretation Training (OIT) for independent charter schools, primarily in the fall semester. Please note that independent charter school employees may attend OIT sessions offered by the LAUSD Division of Special Education and for which registration is available on MyPLN.
2. For the 2024-25 school year, the virtual Fall trainings will be held on September 18th and October 15th. Registration for independent charter schools can be accessed online via the registration hub at <https://copatlausd.net>. Certificates of completion will be issued by Charter Operated Programs after full completion of the training has been verified for participants.

**NPS REGISTRATION
PROCESS:**

Nonpublic school personnel will follow the same LAUSD process in MyPLN for both OIT Part 1 and OIT Part 2 and the recertification process as indicated in Section III. Refer to the “Accessing MyPLN” above for registration instructions.

**RELATED
RESOURCES:**

- *Education Code*: 34 CFR § 300.322 (e) - Parent participation.
- REF-2624.20: School Self-Review Checklist, Students with Disabilities.
- English/Spanish Glossary of LAUSD Terminology: A one-time registration is required prior to gaining access to the Translation Unit webpage. After registering, the online LAUSD glossary can be retrieved at <https://transunit.net/> Division of Special Education - Oral Interpretation Training Resources webpage <https://www.lausd.org/spedOITResources>.

- eLibrary - <https://my.lausd.net/webcenter/portal/LAUSD>

External users see assistance section to request resources.

ATTACHMENTS:

Attachment A – Procedures and Protocols for Administrators/Administrator Designees before an IEP Team Meeting.

Attachment B – Procedures and Protocols for Oral Interpreters at IEP Team Meetings.

Attachment C – Bilingual Differential Job Aid.

ASSISTANCE:

For assistance or further information regarding the oral interpretation at IEP Team Meetings training and submission of the online school roster via the Principal's Portal, please contact Claudia Valladarez, Specialist, Parent and Community Engagement Liaison at (213) 241-5170 or via email at claudia.valladarez@lausd.net.

Independent charter schools: Contact Charter Operated Programs at (213) 241-5430 or via email at CharterOperatedPrograms@lausd.net for more information, resources or registration assistance.

Nonpublic schools: Contact Kimberly Jackson, Specialist, Nonpublic Services Support at (213) 241-6282 or via email at kimberly.d.jackson@lausd.net for information, resources, or registration assistance.

Information regarding Bilingual Status for Classified Staff is available through the Personnel Commission Office, Talent Acquisition Branch at (213) 241-3455.

Information regarding Bilingual Status for Certificated Staff is available through the Certificated Work Force Management Office at (213) 241-5300.

Inquiries regarding LAUSD Bilingual Differential may be answered at the assigned school. If the school does not have information at hand, the school should contact its budget services/fiscal specialist.

Procedures and Protocols for Administrators/Administrator Designees at IEP Team Meetings

As an integral part of an IEP Team Meeting, the administrator or designee is the facilitator and the conduit of information in an IEP Team Meetings. Becoming familiar with the preparatory activities required for working with and supporting an oral interpreter is imperative when making sure parents have the opportunity to meaningfully participate at IEP Team Meetings.

Preparatory activities for Administrator/Admin Designee:

- Inform the eligible oral interpreter of the date, time, and location of the scheduled IEP Team Meeting at least 24 to 48 hours in advance, when possible, and provide the student's draft IEP document and any documents that will assist the interpreter in providing adequate oral interpretation or sight translation.
- For virtual IEP Team Meetings, provide the interpreter with the meeting invitation with log-in information at least 24 hours before the scheduled IEP Team Meeting.
- If the anticipated IEP meeting time exceeds 2 hours, plan for and schedule an additional interpreter to render the interpreting services at the conclusion of the 2-hour period. If there is not another interpreter on site, plan for and schedule a 15-minute break for every 2 hours. Note: breaks will vary depending on the interpreter's need and/or request.
- **Have a Plan B** – If the meeting exceeds 2 hours.
 - ✓ Utilize school site resources (interpreters) to cover breaks in the event parent doesn't agree with the proposed breaks or plan to have two interpreters present and take turns for the duration of the IEP meeting, i.e., creating an alternate interpreter schedule to make sure interpreting service is being provided throughout the entire meeting.
 - ✓ Share the interpreter schedule with the assigned Oral Interpreter ahead of time.
- Avoid, to the extent possible, having personnel serving as an oral interpreter serve dual roles during the meeting (i.e., having the school psychologist or student's teacher also serve as the interpreter) and when it is not possible, use best practices to conduct meetings to ensure that they are able to effectively carry out both roles.
- Ensure interpreters know how to access the new Division of Special Education - Oral Interpretation Training Resource webpage at <https://www.lausd.org/spedOITResources>.
- Ensure the English/Spanish LAUSD Glossary is accessible to the interpreter by having them register in the Translation Unit webpage at [translationsunit.com/root/index.html](https://www.translationsunit.com/root/index.html)
- Communicate to designated oral interpreters the importance of becoming familiar with the Glossary and Acronyms webpage at <https://www.lausd.org/Page/17090#>.

Supporting interpretation services

- Pace the meeting to include breaks to maintain interpreter effectiveness; the interpreter may also request breaks as needed.
- Allow the interpreter to request clarifications, explanations, definitions, or repetition from individuals providing information if warranted for understanding; information may be requested in segments.
- Ensure that the parent/guardian(s) understands the oral interpretation by periodically checking for understanding during an IEP team meeting.
- If an eligible interpreter must leave the IEP team meeting prior to the conclusion of the meeting, or if the parent requests that another oral interpreter be assigned, the administrator or designee is responsible for ensuring that an eligible IEP interpreter is available to continue with the IEP team meeting.

Before the IEP meeting (virtual or in-person)

- Inform the IEP team that the interpreter is a confidential and neutral team member whose sole purpose is to provide oral interpretation to support meaningful parent participation. This means the interpreter will interpret and/or translate everything that is said or written.
- Instruct IEP team members to speak at an appropriate pace so the interpreter may fully interpret and relay all information provided by each participant (i.e., speak two to three sentences, pause, and allow for interpretation).
- Remind IEP team members to speak directly to the parent/guardian(s) in the first person and not to the interpreter.

During the IEP meeting

- Follow an IEP team meeting agenda and review it with the Parents/Guardians.

Sample IEP Team Meeting Agenda

- Welcome & Introductions
- IEP Team Member Attendance & Signatures
- IEP Team Meeting Introductory Statements
- Parent's Procedural Rights & Safeguards
- Overview / Time Constraints Explained if any
- Group Collaboration Norms
- Decision-Making Process
- IEP Development
- Present Levels of Performance
- Eligibility
- Recommend/Establish Goals & Objectives
- Placement and Consideration of the Least Restrictive Environment
- Supports & Services
- Offer of Free Appropriate Public Education (FAPE)
- Discussion of Next Steps

After the IEP meeting

- Retrieve all reports/documents from the Oral Interpreter if any were provided for sight translation or preparation purposes. Securely dispose and maintain confidentiality.
- As the meeting is concluded, thank all parties for their participation. Say farewell and exit the room or leave the Zoom meeting at the same time as the parents, interpreter and other team members.

Procedures and Protocols for Oral Interpreters at IEP Team Meetings

Interpreters play an important role at IEP team meetings as their support bridges the communication between schools and families whose primary language is other than English by ensuring that parents/guardians can meaningfully participate. The following steps will assist designated oral interpreters in delivering information to parent/legal guardian(s) during the IEP team meeting.

Preparatory activities

- Review documents before the IEP team meetings
 - Tip:** As you are reviewing the IEP document, practice translating the information using your sight translation skills. This technique will prepare you to interpret with more accuracy during the IEP Team meeting
- Remind staff that additional support is needed if the IEP will be longer than two hours
 - Tip:** Remember to speak to your administrator about this support days before the meeting
 - ✓ Requests breaks as needed to avoid mental fatigue
 - ✓ As appropriate, coordinate with your administrator, to determine if coverage will be needed when you are provided breaks or need to leave the meeting
- Ask clarifying questions about the content of the IEP as needed for accurate delivery of interpretation
 - ✓ Review terminology prior to the IEP
 - Tip:** Improve your interpreting skills by reviewing the OIT materials provided to you during the training and ensure access to the Translation Unit Glossary at <https://www.translationsunit.com/root/index.html> and to the Glossary and Acronyms webpage and electronic copies of additional glossary books at <https://www.lausd.org/Page/17090>
 - ✓ Review the IEP team meeting agenda with the Administrator/Admin Designee
 - ✓ Arrive to the IEP meeting on time (5-10 minutes before the scheduled time)
 - ✓ Dress appropriately
 - ✓ Be courteous, respectful and sensitive to information and parents, i.e. using an appropriate tone of voice when interpreting
 - ✓ Maintain confidentiality at all times

Before the IEP meeting (virtual or in-person)

- Introduce yourself and present your expectations/needs as an interpreter to the team
 - ✓ Discuss mode of interpretation that will be used (consecutive, or simultaneous, or sight translation)
 - ✓ Review the cue(s) to be used during the IEP meeting to signal speakers to slow down or if repetition is needed

- ✓ Remind parent/guardian(s) to refer questions to the staff and not the interpreter
- ✓ Explain to parent/guardian(s) that you will be speaking in “first person” to relay the message as it was delivered by the speaker
- Coordinate with parent/guardian(s) to determine preferred seating to best support the interpreting services i.e., next to the parent, behind the parent
- Establish turn-taking procedures that are to be used by IEP team members so that only one person is talking at any time
 - ✓ Remind participants to speak slowly
 - ✓ Remind parents/legal guardian to ask questions at any time

During the IEP meeting

- Make sure to do the following:
 - ✓ Be neutral and do not interject using opinion, elaborate, summarize, add, or omit information
 - ✓ Request clarifications, explanations, definitions, and/or repetition of information from team members as needed; information may be requested in segments
 - ✓ Interject only when the speaker has finished speaking
 - ✓ Access the Translation Unit Glossary at <https://www.translationsunit.com/root/index.html>
 - ✓ Access the Glossary and Acronyms webpage and electronic copies of additional glossary books at <https://www.lausd.org/Page/17090>

After the IEP meeting

- Return all reports/documents to the Administrator/Admin designee if any were provided for sight translation or preparation purposes to ensure secure disposal and confidentiality
- As the meeting is concluded, thank all parties for their participation. Say farewell and exit the room or leave the Zoom meeting at the same time as the parent/guardian(s) and team members.

Bilingual Differential Job Aid

The Oral Interpretation Training at IEP Team Meetings (OIT) is not connected and is separate from the bilingual differential process. To support those seeking bilingual differential pay, the Division of Special Education (DSE) has created this job aid which may be helpful to assist administrators/designees when seeking information about bilingual differential.

Anyone in the LAUSD may take the proficiency exam. The differential is authorized for regular employees who frequently provide interpreting/translation support in a non-English language. Only regular status, classified employees may qualify for a bilingual salary differential. The salary differential does not follow the employee in the event they leave/transfer schools. The receiving school will determine whether or not the bilingual differential is necessary. Therefore, the salary differential for bilingual proficiency is temporary. Refer to Personnel Commission Rule 588 of the appropriate collective bargaining agreement for bilingual salary differential rates and other information.

The Division of Special Education has compiled the following notes that may assist administrators/designees if the bilingual differential is considered for school site staff. How to request a test? Who can request a test?

Only the administrator and/or SAAs should submit the request for testing on behalf of the classified employee. The “referred” employee who has been selected to take the test will receive notification from the [Talent Acquisition & Selection Branch](#) with further information regarding the testing process. Once the classified employee receives a passing score, the site administrator fills out the PC Form 6421 and submits it to the Classified Employment Services Branch (Supervising Assignment Technician). The administrator and/or SAA should contact their budget services/fiscal specialist for processing bilingual differentials.

Navigating the Talent Acquisition & Selection Branch Webpage

1. Click this link <https://careers.lausd.org/pc>
2. Click on “Paraeducator / Bilingual Assessment” tab
3. Select paraeducator assessment
4. Follow the prompts to complete the Bilingual Assessment Request Form and click submit.
5. Call the Personnel Commission Office, Talented Acquisition and Selection Branch at (213)- 241-3455 for any further questions or for assistance.